DOCUMENT RESUME

ED 328 628 UD 027 780

TITLE	A Plan To Educate Nevada's Homeless Youth.
INSTITUTION	Nevada Univ., Reno. Research and Educational Planning Center.
SPONS AGENCY	Nevada State Dept. of Education, Carson City.
PUB DATE	23 Jan 89
NOTE	47p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS	*Nevada; *Stewart B McKinney Homeless Assistance Act 1987

ABSTRACT

This plan was developed to serve the educational needs of Nevada's homeless youth, in accordance with requirements of the Stewart B. McKinney Homeless Assistance Act of 1987. The plan presents a number of options for the consideration of individual districts and their respective social service personnel, depending on the size and specific needs of the district. The publication contains 12 sections. The first section reports findings on the numbers and location of homeless youth in the state. The second section describes a proposed homeless youth education regulation. The third section deals with the state intake and referral process. The fourth section discusses and presents recommendations for the removal of barriers to education. The fifth section details counseling/instructional methodology. The sixth section discusses follow-up procedures. The seventh section describes outreach and training activities. The eighth section presents a training agenda for 1989-90. The ninth section describes the evaluation process, which included local committee meetings and phone surveys. The tenth section, appendix A, is a form helpful in setting up a homeless resource list. The eleventh section, appendix B, presents an interagency model that includes referral procedures, procedures for school enrollment, and counseling and instructional methodology. The twelfth section, appendix C, contains referral/intake/procedure forms. (AF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED328628

A PLAN TO EDUCATE NEVADA'S HOMELESS YOUTH

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Shawn Griffin
University of Nevada

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Submitted to the Nevada Department

of Education, Basic Education Branch

January 23, 1989

by

The Research and Educational Planning Center and
The Senator Alan Bible Center for Applied Research
University of Nevada-Reno
Reno, Nevada 89557-0082

VD 027 780

Table of Contents

1. Numbers and Location of Homeless Youth 1
2. Proposed Homeless Youth Education Regulation 6
3. Intake/Referral Process 6
4. Removal of Barriers to Education 7
5. Counseling/Instructional Methodology 10
6. Follow-up Procedures 11
7. Outreach and Training 12
8. A Training Agenda for 1989-90 13
9. Evaluation 21
10. Appendix A: Homeless Resource List 28
11. Appendix B: Homeless Interagency Model 30
12. Appendix C: Referral/Intake/Procedure Forms 37

University of Nevada-Reno Project Staff

Co-Project Sponsors

Dr. Sandra Neese, Director
Senator Alan Bible Center
for Applied Research
College of Arts and Science
University of Nevada-Reno
Reno, NV 89557-0017
702-784-6718

Dr. Deborah Loesch-Griffin, Director
Research and Educational Planning Center
College of Education, Room 201
University of Nevada-Reno
Reno, NV 89557-0082
702-784-4921

Project Director

Shaun Griffin
Research and Educational Planning Center
College of Education, Room 201

Survey Director

John DeWitt
The Senator Alan Bible Center for Applied Research
College of Arts and Science

Education and Social Service Consultants

Janelle Mulvenon
Cathy Adkins
Todd Ostler
Research and Educational Planning Center
College of Education, Room 201

Office Assistant

Delpha Martinez
Research and Educational Planning Center
College of Education, Room 201

Acknowledgements

This plan could not have been developed without the assistance of many people who have spent a great deal more time addressing the problems faced by homeless families. For their input, guidance, support and helpful criticism, the research team is in their debt. We especially want to thank the members of the three committees who worked hard to evaluate the plan as it evolved from an idea to its present state-- a concrete plan to educate Nevada's homeless youth. Many people deserve mention here; suffice to say the following individuals were particularly instrumental in the formation of this plan: Stan Fishler, Brady Exber, Sharon Downing, Reverend Ed Compton, Barbara Clark, Kristina Olson, Karen Martin, Carolyn Strunge, Maurice Moyle, Ted Hunsberger, Paul Goodwin, Ken Hehr, Sandra Worthington, Linda Whitaker, Dora Dean, Gretchen Greiner, Jim Kirk, Keven Wilde, Kay Walker, James Kiley, Richard Fleckenstein and others. To each of you, a heartfelt thank you is in order.

This plan is dedicated to the homeless youth in Nevada who we hope will someday be able to fully participate in public education.

A Plan to Educate Nevada's Homeless Youth

"I just don't care any more. ...I've moved so many times and changed school so many times that I'll never catch up, I'll never pass."

11 year old homeless girl

In 1987 Congress passed the Stewart B. McKinney Homeless Act. Among the different features of the Act is the education of homeless youth. In accordance with this Act, the state of Nevada has developed a plan to serve the educational needs of its homeless youth.

The University of Nevada-Reno research team working on this project conducted hearings to solicit information on the issues surrounding education of homeless youth from Nevada's rural and urban communities. In addition, this team has developed a number of recommendations and potential solutions to the educational problems affecting homeless youth.

At the hearings held in Washoe, Clark, Lander and Churchill Counties, education and social service personnel gave input on the many issues affecting homeless youth: numbers and location, criteria for enrollment, procedures for expedient referral and follow-up, and finally, various methods to "mainstream" these youth once they return to the classroom.

The following plan presents a number of options which individual districts and their respective social service personnel may consider depending on the size and specific needs of the district. The authors anticipate widespread differences in the way each district/county will implement a plan to educate homeless youth. With that in mind, each district may then decide what is most appropriate for their purposes. In short, there is no "right way" to do this. We suggest districts develop policies based on the following recommendations which best suit their respective needs.

Numbers and Location of Youth

The first question addressed by the research team was the magnitude and location of school-age homeless youth in the state. While exact figures remain illusive, the following data have been gathered on the numbers of homeless youth in the state.

The definition of homeless youth (in addition to the federal definition) is families or youth living in temporary shelter (hotels, motels, shelters, parks, motor homes, campgrounds, etc.) for a period of less than six months and/or who must relocate more than once to obtain shelter within six months.

A primary research strategy was developed in which an assessment of the numbers of homeless children in Nevada on a given day could be made. This "slice of time" methodology was selected as the best means of estimating the size of a mobile, fluctuating population. It does not attempt to assess the total number of homeless children over a period of time-- a month or a year, for example.

The methodology consisted of assessing the numbers and location of homeless children on a given night during the first week of September, 1988. The guiding assumption was that logically, virtually all homeless children would be found in one of these places at night: 1) emergency shelters, 2) motels, 3) streets and other outdoor locations (parks, automobiles, etc.), and 4) staying temporarily with other families in private homes.

1) Emergency Shelters

The total number of youth in emergency shelters was 85; one shelter did not respond to the survey.

2) Motels

In recent years, motels in Nevada and elsewhere have been used increasingly as temporary shelter by people who have no other place to live. Earlier research has shown that a substantial number of families are included in this group.

A survey of 510 motels in all areas of Nevada was conducted, to assess the number of school-age children staying in them on the target night. Results of the survey indicate that 436 children were reported to be living in those motels. The sample included all of the advertised motels in Nevada; thus this estimate should be fairly accurate.

3) Streets and Other Outdoor Locations

The third phase of the research consisted of an assessment of the numbers of school-age children spending the night on the streets and in other outdoor locations on the target night.

Our first source of information was the law enforcement agencies in each county. In the 15 rural counties, just 6 school-age children were reported by sheriffs' departments and municipal police as being homeless. In Clark County, it was reported that no children were on the streets at night. In Las Vegas, law enforcement officials refer families with children to emergency shelters. If the shelters are full, they in turn will refer the families to motels (and provide vouchers for the room fees). In some cases, families decline to go to shelters and leave Las Vegas.

In Washoe County, particularly in the Reno-Sparks area, officials say there are a small, undetermined number of families with children living in vehicles (approximately 5 children). A small, undetermined number of families also make use of state park facilities (statewide), as well as the Lake Mead area outside of Las Vegas (approximately 10 children).

In a limited sample of campsites in Battle Mountain, Elko, Ely and Winnemucca, over 75 school-age children were found to be in the various private and public campgrounds.

Thus, approximately 96 school-age youth spent the night outdoors on the target night. The total number might be larger, due to an unknown number of "invisible" homeless children, particularly runaways. Figures from the Nevada Attorney General's Office report about 360 validated cases of runaway children in Nevada during the target period. It is estimated that 40% of those children (144) are "throwaways," or children who are victims of parental neglect and legitimately could be called homeless. Although it is known that many of these children leave Nevada (Los Angeles is a popular destination), the proportion leaving Nevada is not known.

4) Temporarily Staying in Private Homes

There are about 400,000 households in Nevada, and prior research indicates that a substantial number of homeless families "double up" with friends and relatives in their homes. Due to extreme difficulty in sampling this population, the research team has been unable to determine

a reliable figure for the number of homeless youth who are "doubling up." However, in Washoe County there are 165 families with 155 school-age children who are "doubling up" and have applied for housing assistance (according to the Housing Authority). If similar figures are inferred for Clark County (based upon population distribution percentages) the total number of school-age youth "doubling up" in Clark County are 356; for the balance of state that figure is 83; for an approximate total of 594 youth statewide.

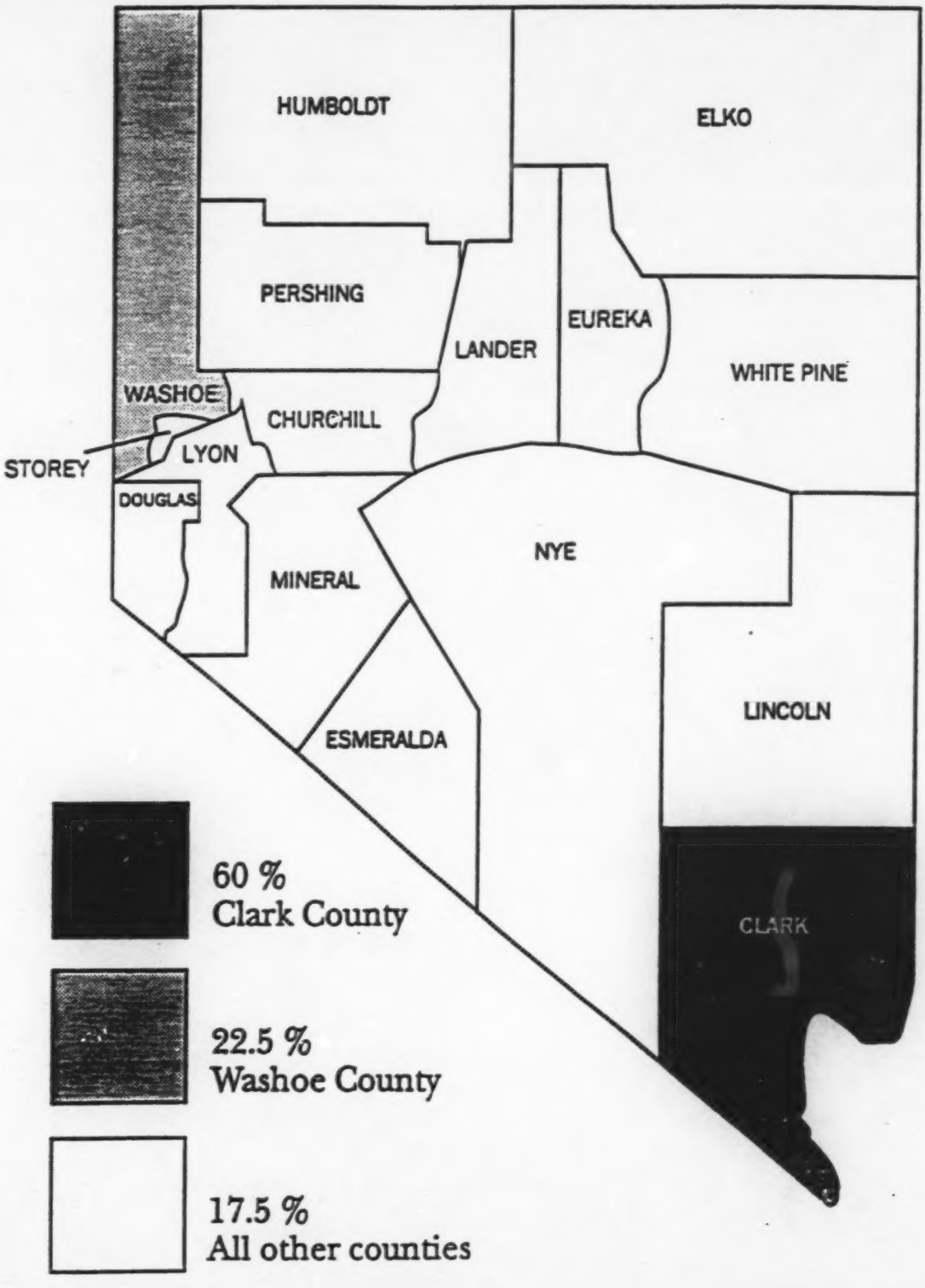
Summary of Numbers and Location of Youth

A summary of the data collection thus far is as follows: there are approximately 760 youth statewide living in all types of temporary shelters (i.e. parks, motels, emergency shelters, etc.). This does not include those youth who are "doubling up" in residences (approximately 594 youth), which may raise the total number of school-age homeless youth in the state to 1,354.

Thus, the total number of school-age homeless youth on a given night in Nevada is slightly less than 1% of the total number of youth enrolled in public school (168,353).

Based upon population distribution percentages, approximately 60% of these youth are loacted in Clark County, 22.5% in Washoe County and 17.5% in the balance of state. Please refer to the following page for a visual display of this information.

Distribution of School-age Homeless Youth in Nevada



Proposed Homeless Youth Education Regulation

Per the federal mandate of the Stewart B. McKinney Homeless Assistance Act, homeless youth between the ages of 7-17 shall be enrolled in school in the state of Nevada. School districts shall also attempt to enroll homeless youth, ages 5-6 years. School districts shall initiate this process in cooperation with social service and health personnel in each county. The districts will develop procedures for expeditious (1-7 days) enrollment. This includes immunizations, identity/age verification, and prior school records (if available). All records will remain confidential and it is recommended that funds be allocated to implement this statute. This regulation shall be implemented by September 1, 1989.

Intake/Referral Process

Throughout the information-gathering process, the necessity of a centralized intake system kept surfacing as a means of ensuring easy access to services and to help render educational services to these youth (through an efficient tracking system). The central intake system used by the HOME project in Reno was discussed with several personnel and most agreed that its utilization statewide would be a good idea. The primary limitations of an on-line intake system are funding and location (i.e., who will take responsibility for it?).

Another option worthy of consideration, should an on-line system not be feasible, is a centralized point of referral among education and social service personnel in each district and/or county.

There were many different views on developing smooth lines of communication (for the purposes of referral and placement in a school), ranging from "the informal system works fine" to "we need to communicate more with each other." Frequently it appeared that the smaller the county the better the communication.

<u>Recommendations for Intake and Referral Process</u>

1) In counties where it is feasible to utilize an on-line, centralized intake system in a county, every effort should be made to do so. Optimally, it should include education and social service information.

2) A person or person(s) should be designated as the first point of contact and referral among each county's education and social service personnel.

3) In the unlikely event that youth cannot access education locally, the Basic Education Director (at the state Department of Education) should be consulted to assist with enrollment in the school site.

4) To facilitate clear paths of communication between personnel, a homeless resource list should be developed by education and social service individuals in each county (see Appendix A). The development of this resource list will be done by these personnel as part of the training and implementation in the coming year.

Removal of Barriers to Education

a. Statutes

There was a significant amount of discussion regarding immunization, birth certificate/identity verification, record access, and residence within district. A state statute requires students to have their shots (or be in the process of getting them) within 90 days of admittance to school. This presents a number of problems for homeless families: the humiliation associated with a lack of funds to pay for the shots, transportation to get to the clinic, availability of clinics to give the shots (in rural areas), and finally, verification of previous innoculations from previous schools. Most personnel agreed that the youth had received the necessary innoculations in all but a few cases, however, the problems are very real for those seeking immunizations for the first time. It also presents one more hurdle to be overcome by families who wish to enroll their youth in school.

To be valid, immunizations must be signed by a physician, nurse or clinic and include the month and year the shots were given. Washoe and Churchill Counties use a "green card" to verify shots; the other districts do not have a uniform system in place but will accept verification with the above information from a doctor's office, clinic, etc.

A birth certificate (or other acceptable means of identification i.e., social security number, passport, etc.) are necessary to enroll kindergarten and first grade students (to verify the age of the child-- at least 5 years old by September 30 of the year they enroll in kindergarten, or age 6 by the

year they enroll in grade one).

For most districts, the question of residence (specific location in district) is not a problem. However, shelter residents (with 2 week, 30 or 60 day stay limitations) must move within the district and therefore change schools. This disrupts the education of the child. Procedures for securing transportation must be developed to enable the youth to attend the same school they start school in (in the event they move out of that school's service area).

Additionally, there was significant discussion regarding the statutes that govern the above regulations. A proposed new regulation for educating homeless youth precedes this plan.

b. Other Barriers

A related issue for various social service personnel is the differing residence requirements among temporary shelters. Some require families with children to enroll their youth in schools; others do not.

School record access was uniformly difficult in most districts (including within district and out-of-district requests). This was attributed to it being a low priority among personnel who have many other tasks to coordinate in a given day.

Some families will be in need of shelter, food, transportation or clothing to prepare their children to enroll in school. Procedures for securing these items differed widely among counties (see Appendix A). The primary concern of the research team is to improve and clarify procedures for acquisition of these resources for the families who are "falling through the cracks" and whose youth are not in school.

There were no formal procedures in place to ensure communication among education and social service personnel and most people openly wondered if there was a necessity for such procedures.

<u>Recommendations for Removal of Barriers to Education</u>

a. Statutes

1) In the rural areas, vouchers should be provided to families who need

immunizations to access the services of a local physician (as clinics frequently operate only one day a week). A more costly alternative is the utilization of a mobile innoculation unit.

2) Procedures are needed to begin expedient (1-7 days) reconstruction of the youth's innoculation record (through calling the prior school district or health department) or upon determining no prior shots have been given, to begin innoculation regardless of cost and/or availability (to be developed by school district [school nurse if applicable] and county health personnel).

3) Contact the State Immunization Coordinator to resolve any questions regarding immunization or troubleshoot in special situations.

4) No major changes are recommended in birth certificate/identity statutes. It is, however, recommended that funds be allocated to schools (via sub-grants from the McKinney funds) to secure birth certificates.

5) School districts and social service personnel must work together (through central contact personnel) to develop procedures for providing transportation to families who must relocate (due to shelter requirements etc.) within the district to avoid disrupting the youth's education.

6) Documents could be forwarded via a FAX machine at the Department of Education (through a sub-grant to the department for costs).

b. Other Barriers

1) Social service and education personnel must be made aware of the new law through training: homeless youth must be enrolled in school (see regulation above). Hence, both parties need to work together (through central contact personnel) to achieve the desired results: enroll these youth in schools in their respective districts.

2) School districts should continue to be encouraged to cooperate in the expeditious forwarding of school records to ensure the youth are served at the appropriate grade level. Wherever possible, the school site counselor (or contact person in their absence) should contact the previous school to obtain the educational records of these youth.

3) The community agencies which provide food, shelter, transportation or clothing should be made available to the centralized contact persons in

each district (see Appendix A), thereby eliminating confusion over the whereabouts of these basic necessities.

4) Communication procedures should be developed by central contact persons to expedite enrollment problems that might arise for youth who are not in school, i.e., due to lack of housing, records, etc.

Counseling/Instructional Methodology

Throughout the information gathering process, the need for counseling with these youth kept recurring. It is difficult to imagine a more trying situation than to be without permanent shelter and/or employment, new to a community and school, and then begin "learning" as if things were ordinary in the lives of these youth. Yet that is precisely the situation in which their learning begins. Thus, the need for personal counseling and advocacy during this frequently difficult period of transition. (Specific recommendaions appear in Appendix B for steps to take with these youth to reduce the tension in their lives and ease the transition back into a learning environment.)

Most urban schools have some form of alternative instruction and/or counseling available for at-risk youth. This is not always the case in the rural areas (due to fewer resources). Despite the differences in counseling services available to these youth (counselors are not at all schools), there must be some attempt to educate the youth based upon their living situation. If there have been wide gaps in their learning, this will affect their performance and self-esteem in the new school environment. Finally, social service personnel can be of great assistance in communicating the specific counseling needs of a family to the appropriate education personnel (with a client release form).

The idea of an interim educational learning site was discussed and researched at length. It does not seem to be a viable alternative given fiscal constraints and the added problems of the stigma attached to youth who would attend a special school for homeless youth. (A story was related by one committee member of a youth who lived at the temporary shelter who stopped riding the bus to school because the shelter was the last stop on the route-- youth are most sensitive to the personal issues associated with being homeless.)

Another promising suggestion was the addition of tutorial staff at the various shelters to work on short-term learning needs and be the liaison for that family to the district (see outreach below), or possibly utilizing a self-paced learning lab (computer-assisted instruction etc.).

It was also suggested that there be an open-entry, open-exit (i.e., classes offered at a variety of times to meet the needs of the students) school site available for these youth to expedite educational service.

Recommendations for Counseling/Instructional Methodology

1) A counselor (or teacher in their absence) should be designated as the contact person within each school to follow-through with personal counseling during the transition to a new learning site. This cannot be left up to chance; the youth will probably not succeed otherwise.

2) The centralized education contact person shall be responsible for alerting the counseling staff (or teacher in their absence) to the presence of these youth in their respective schools.

3) The counselor (or teacher in their absence) will also make an initial education assessment and refer the student accordingly (to prevent unnecessary duplication or inappropriate placement).

4) The counselor (or teacher in their absence) will alert the instructional staff as to the youth's situation and work to make the transition to the classroom a smooth one.

Follow-up Procedures

Several suggestions were made as to an appropriate method of follow-up, however, there seems to be little consensus on the exact methods to be used. The problems center around confidentiality, location and tracking of youth once they leave the district and/or dropout of school. (These problems may be ameliorated by the new law requiring all youth five years of age to have a social security number.) In the interim, follow-up will continue to be a difficult issue. On-line tracking was discussed (perhaps as a follow-up to the on-line intake system) as was utilization of some parts of the tracking system designed for migrant students. (Please refer to Appendix C). However, fiscal restraints may limit adequate follow-up.

Evaluation

The process of evaluation took place over a three month span of time. Initially, the research team consulted written materials for background information on possible ways to approach the problems surrounding educating homeless youth. Prior research and surveys on the homeless (conducted in Nevada and other states) were also reviewed for preliminary data on this issue. Not surprisingly, there was very little concrete information on this topic. Once it became apparent that this information was insufficient, we sought out the input of local "experts" who were working with these youth on a daily basis, and who had a fresh, vital perspective on the problem.

First Local Committee Meetings

Thus, several meetings were held with key school district and social service personnel to select individuals to serve on committees in Washoe, Clark and rural counties. The first committees were convened during the week of August 29 through September 2. The goal of the first meetings was to discuss the primary topics affecting the education of these youth: numbers and location, intake and referral, counseling and instructional methodology, mainstreaming these youth, and follow-up.

The Clark County Committee met at Clark County Social Services. As a result of an earlier presentation to the Southern Nevada Task Force on the Homeless and meetings with the Clark County School District Administration, the following individuals were selected for this committee:

1) Dr. Paul Goodwin, Associate Superintendent, Clark County School District
2) Uly Ramsey, Coordinator, Language Acquisition, Roy Martin Junior High School
3) Jack Lazzarotto, Coordinator, Alternative Education, Clark County School District
4) Dorothy Robinson, Consultant, School Success, Clark County School District
5) Reverend Ed Compton, Director, Las Vegas Rescue Mission
6) David Blacksmith, Assistant Director, Las Vegas Rescue Mission
7) Barbara Clark, Director of Child Welfare, Clark County Social Services

8) Sharon Downing, Director of Agency Relations, United Way of Southern Nevada

Presentations were made by the research team to get the committee's input on each of the issues above, and more importantly, to make sure we were going about the research process in the right way. Specifically, the plan for gathering data on the numbers and location of homeless youth was discussed, as was an on-line intake system, various alternative learning environments and counseling strategies, ideas for retention and follow-up referral. Equally important, the research team was very interested in what informal methods for enrolling these youth were already in place (the supposition being that homeless were in school; what procedures were utilized to make this happen?). Similarly, the research team was not aware of the problems surrounding identity verification and immunization at the outset of this process. As it turned out, there was widespread differences in the way the various statutes were interpreted and practiced. This necessitated returning to the statutes for clarification in the following meetings.

Part of the committee discussions centered around the McKinney statute itself. The law was variously interpreted to mean it would not affect social service agencies; to schools have to enroll all homeless youth regardless of immunization or age verification questions. As with most of these questions, the "truth" insofar as the Act was concerned, was somewhere in the middle. Hence, the research team's role in the initial committee meetings was to discuss the various implications of the Act with the committee members and thereby enable the committees to start with a common reference point.

The first meeting of the Clark Committee proved to be very helpful and provided the research team with a number of good suggestions for further study and inclusion in the plan.

As a result of a presentation to the Rural Alliance of Superintendents and discussions with County Welfare agencies, the following individuals were selected for the rural committee:

1) Gretchen Greiner, Director of Special Services, Elko County School District
2) Jim Kirk, Director of Special Services, Lyon County School District
3) Rod Pekarek, Assistant Superintendent, Nye County School District

4) Richard Fleckenstein, Director, Friends in Service Helping, Carson City
5) Anthoula Sullivan, Homeless Program Assistant, Nevada State Welfare
6) Sandra Worthington, Assistant Director, Elko County Welfare
7) Kay Walker, Director of Special Services, Churchill County School District
8) Michael McMahon, Director, Churchill County Welfare

The first meeting of the rural committee was held at Austin School. The process of information gathering was very similar to that of Clark County with the exception that the research team becoming more knowledgeable of the issues affecting homeless youth with each meeting.

The problems affecting homeless youth in the rural areas were quite different from those in Clark. Specifically, in most cases, health, social service and school personnel worked together to resolve any problems that arose with little or no difficulty. Almost to a person, they felt very few youth "fell through the cracks"-- one of the primary benefits of living in a small community. However, the immunization process was not uniformly available to families with children due to the limited operation of the clinics etc. (i.e. many times the clinics were only open one day a week). Ostensibly, cost of the shots was not an issue but in practice, some families did not receive immunizations promptly because of referral to private physicians etc., who charged for these shots. A survey of homeless shelters in the state was discussed as was clarification of the actual process of enrollment in the rural school districts i.e., what was required to enroll in school?

After meetings with the Washoe County School District Administration, United Way of Northern Nevada and the Sierra and other agencies, the following individuals were selected for the committee in Washoe County:

1) Maurice Moyle, Director of Secondary Education, Washoe County School District
2) Ted Hunsberger, Director of Elementary Education, Washoe County School District
3) Dr. Joe Anastasio, Director of Student Services, Washoe County School District
4) Dr. John Genasci, Principal, Hug High School
5) Karen Martin, Director, Salvatin Army Family Emergency Shelter

6) Pam Pitzford, Director, Community Welfare, Inc.
7) Kristina Olson, Director, HOME Project, United Way of Northern Nevada and the Sierra
8) Carolyn Strunge, Deputy Director, Reno Housing Authority
9) Rick Milsap, Washoe County Teacher's Association

The Washoe County committee meeting was held on Thursday, September 1. The research team had learned a lot in the intervening three days and shared that knowledge with the committee. Then the same process was undertaken with the Washoe Committee: what informal systems were in place to enroll homeless youth? What problems (if any) were you experiencing? What solutions would you recommend? Finally, the committee discussed the five topics above (intake etc.).

During the first two weeks of September, the data collection process was undertaken to determine the numbers and location of homeless youth in the state. A "slice of time" methodolgy was utilized: most of the temporary residences (emergency shelters, motels, hotels, campsites, etc.) that serve homeless families were surveyed to find the number of school-age homeless youth on a given night.

As a result of this input from the three committees, an initial draft of the plan to educate Nevada's homeless youth was drafted and sent to the three committees for their review and input. A second round of meetings was scheduled for the week of September 19-23.

Second Local Committee Meetings

The second meeting of the Clark County Committee was held at Clark County Social Services. A number of good suggestions came out of that meeting: a central intake center for these youth; utilizing portions of the migrant education system for record keeping and enrollment; developing a statewide tracking system; and the realization that social service agencies must enroll school-age youth in school.

The research team also developed a pivotal idea for assisting families with the enrollment process: identification of a central contact person in the school district and in the social service system to work as the youth's advocate. The Clark committee supported this proposal.

The second meeting of the rural committee was held in Fallon. The committee members reviewed the draft of the plan carefully and made several suggestions for improvement and clarification. Among them, clarification of the paragraphs referring to the age/identity and immunization statutes, utilization of the state welfare office to assist with difficult enrollment circumstances, deleting the reference to conflict resolution in favor of ensure communication, the central contact person be a counselor or teacher depending on whether the school has a counselor, and additional clarification on the whereabouts of youth in the rural districts.

The Washoe committee met on Thursday of that week. The changes in the plan that had been suggested by the two other committees were discussed and once again, the plan was reviewed carefully by the committee members. Several recommendations for change were made and incorporated in the draft of the plan. Specifically, that language be clarified to communicate the following: the HOME project utilizes a central intake system; that school districts be encouraged to continue expeditious forwarding of documents; that procedures for reconstructing immunization records be undertaken first and if it is determined that additional shots are necessary, they be given at that time.

Final Local Committee Phone Surveys

All of the suggestions from the three committees and the data on the numbers and location were incorporated into the next draft of the plan. It was then forwarded to the three committees for final evaluation (conducted by phone). Additionally, the plan was forwarded to counselors from 10 school districts (counties) not represented on the rural committee for their input and evaluation. They were:

1) John Dorf, Director of Special Services, Douglas County School District
2) Jim Harshfield, Counselor, Eureka High School
3) Jerry Corbittt, Counselor, Battle Mountain High School
4) Craig Babcock, School Psychologist, Lincoln County High School
5) Hester Williams, Counselor, Mineral County High School
6) Wade Hager, Counselor, Pershing County High School
7) Ed Fitzgerald, Counselor, Virginia City High School
8) Dr. Jack Havertape, Superintendent, White Pine High School

9) Kenneth Lords, Superintendent, Humboldt County School District

While the bulk of the responses were very positive ("...the plan is fine as is"), some additional good recommendations came out of the third evaluation. Specifically, more attention be paid to hygiene and/or provisions for bathing resources for these youth. Finally, most persons recommended that funding be allocated to implement this plan; without it the plan will not be implemented uniformly and the goal of the plan-- to ensure that homeless youth be able to attend school successfully-- will be subverted.

Additionally, six Western states were contacted to solicit their input on the planning process, as was the Office of Migrant Education in Arkansas. Most states were in the beginning stages of the planning process, and therefore unable to forward any data on the many issues affecting these youth.

The County Welfare Offices were contacted in Elko, Ely, Winnemucca and Battle Mountain to evaluate the numbers of campers in their respective communities. There were over 75 school-age youth camping in these communities. An additional 250 campsites were identified in Elko and Ely Counites by the Public Health Sanitarian. This data was incorporated into the number and location of homeless youth in the plan.

The plan was also reviewed by the State Immunization Coordinator for purposes of clarity and accuracy with respect to immunizations. His comments were also incorporated in the plan.

The final stage of the evaluation was informal client interviews. Members of the research team interviewed homeless families with school-age children to get their perspective on the questions we were attempting to address. Needless to say, they were very insightful. For instance, in an interview at SAFES in Reno, an 11 year old girl said "I just don't care any more. I don't care about school. I've moved so many times and changed school so many times that I'll never catch up, I'll never pass." Several other youth commented that they were falling behind in their classes, or dropping them altogether because of the disruption in their education (moving from school to school or long periods of not being in school). One family commented that it took 3 and 1/2 hours to enroll their children and they still had to return the following day to select their classes.

All of the suggestions made in these evaluations have been incorporated into the plan. Clearly, there remains much to do to bring these youth back into the school system. We hope this plan will enable that process to begin.

Appendix A

Homeless Resource List

HOMELESS INFORMATION DIRECTORY

Help is available for homeless families and their children trying to find shelter, food, clothes, transportation, health, and educational services.

Make that call ...
if you need help finding resources for homeless families with children.

Food _____

Clothes _____

Transportation _____

Shelter _____

Health services _____

Contact person for basic needs

_____

School District contact person

_____

If available, bring these documents with you when enrolling your child in school:

1. Immunization records
2. Proof of Identity (birth certificate, passport, etc.)
3. Proof of residence (optional)

Appendix B

Homeless Interagency Model

A variety of education, social service, and health providers are often involved when working with homeless families. Teaming among various disciplines is essential in meeting the complex and diverse needs of these families. The following strategies can be used in isolation or in conjunction with each other to ensure a public education for homeless children.

I. Referral Procedures (School, Health, and Social Service Agencies)

A. Designate Contact Points for Referrals

1. Combinations may include:

a. A central contact person for the school district

b. A central contact person for all social service agencies

c. A central contact person for the school district and designated person(s) within each school building

d. A central contact person for all social service agencies and a designated person within each social service agency

e. Designate only building principals or their designees

f. Designate a contact person within each social servive agency

g. Utilize a centralized school intake center

B. Determine When/Where to Refer

1. Joint inservice sessions focusing on such topics as eligibility criteria for specific services and referral procedures

2. Refine skills to identify the educational, social, and health needs of homeless children

C. Strategies for Improving Communication

1. Social/Health Agencies could expand intake and referral forms to include education information

2. Agencies and schools exchange service directories

3. School zoning information could be given to motels and social and health service agencies

4. Information about the necessary enrollment documents be provided to motels, health and social service agencies

5. Public awareness information be written in English and Spanish

6. Social agencies assist families in completing school forms (example: school reduced/free lunch form)

7. Agencies and schools review procedures on a quarterly basis. Centralized contact person will initiate these meetings.

8. Shelters should be encouraged to contact school when a family moves

II. Procedures for School Enrollment

A. Proof of Identity

1. Obtain birth certificate, passport, social security number, driver's license or other acceptable means of identification

2. If unavailable, identify appropriate state/county and initiate and complete process to obtain birth certificate

3. Establish a restricted fund to obtain necessary documents

B. Copy of Health Records

1. Provide copy of health records

2. If unavailable, contact local health department or clinic to satisfy immunization requirements

3. School district and health department outline steps which document that a child's immunizations are in progress and allow entry into school on that evidence

4. Contact State Immunization Coordinator for assistance with difficult cases

5. If immunization records exist in previous location, records can be reconstructed by calling former school district or public health department

C. Determination of Appropriate School

1. If student hasn't been previously enrolled in school district:

a. Determine which district they are likely to reside in and determine appropriate school zone

b. Contact designated centralized school coordinator for additional assistance if necessary

c. School zoning information given to motels and social and health services agencies

D. Enrollment on School Site

1. Parent or guardian completes school enrollment form

2. Parent or guardian signs release for previous school records form

3. Parent or guardian signs additional release forms per school requirements (e.g., medical, field trip, etc.)

4. Parent informed of withdrawal procedures

E. Necessary Services

1. Identify necessary services and community resources

a. Basic needs

1) Food (refer to resource list)

2) Clothing (refer to resource list)

3) Shelter (refer to resource list)

4) Contact centralized social services coordinator for additional assistance

b. Educational needs

1) Determine proper grade placement and competency level

2) Coordinate services, i.e. tutorial, work study, etc.

3) Contact centralized school coordinator for additional assistance

c. Health/Hygiene needs

1) Assess need for general physical

2) Determine need for sight/hearing checks

3) Review general hygiene of youth

4) Contact centralized school coordinator and social services coordinator for assistance with services

d. Transportation needs

1) Determine youth's transporation needs

2) Work with school transportation personnel and/or social service providers to accommodate needs

3) School districts inform appropriate service agencies of schedules, school attendance zones, variance procedures, criteria to transport, etc.

4) Social service agencies strive to maintain families in child's home school zone

III. Counseling and Instructional Methodology

A. Developing the plan

1. Conduct a parent conference (solicit help from social services sector if needed to make conference a reality)

a. Obtain history of youth's academic record

b. Gather youth's mobility history, understand the type of move and its effects (i.e. rural vs. urban, across town vs. state, motel vs. temporary shelter, "doubling up" situations, etc.)

c. Assess family dynamics, understand that the number of moves affects youth's expectations

d. Determine youth's current knowledge, skills, attitudes; look for strengths to build upon

e. Assess what future counseling and instructional needs will be required

2. Assess the resources available at your school and in your community, both human and material

B. Structuring the plan

1. Develop realistic goals and objectives for the student, appropriate for his/her developmental level. Set up educational program that will aid in overcoming deficits and promote strengths.

a. Consider personal, social, educational, and career goals

2. Plan in collaboration with family, social service linkages, students, school staff and work closely with those who would be part of the plan

C. Implement the plan

1. Carry out strategies based on the individual needs

a. Assist student in development of specific skills such as problem-solving, decision making, stress management

b. Foster a positive learning environment that will promote self-worth, equity, positive attitudes towards society, learning and work

D. Evaluate the plan

1. Focus on the plan's effectiveness

a. Set up periodical reviews of progress and translate them to youth, parents, teachers or others involved with plan

b. Adjust plan if needed

Appendix C

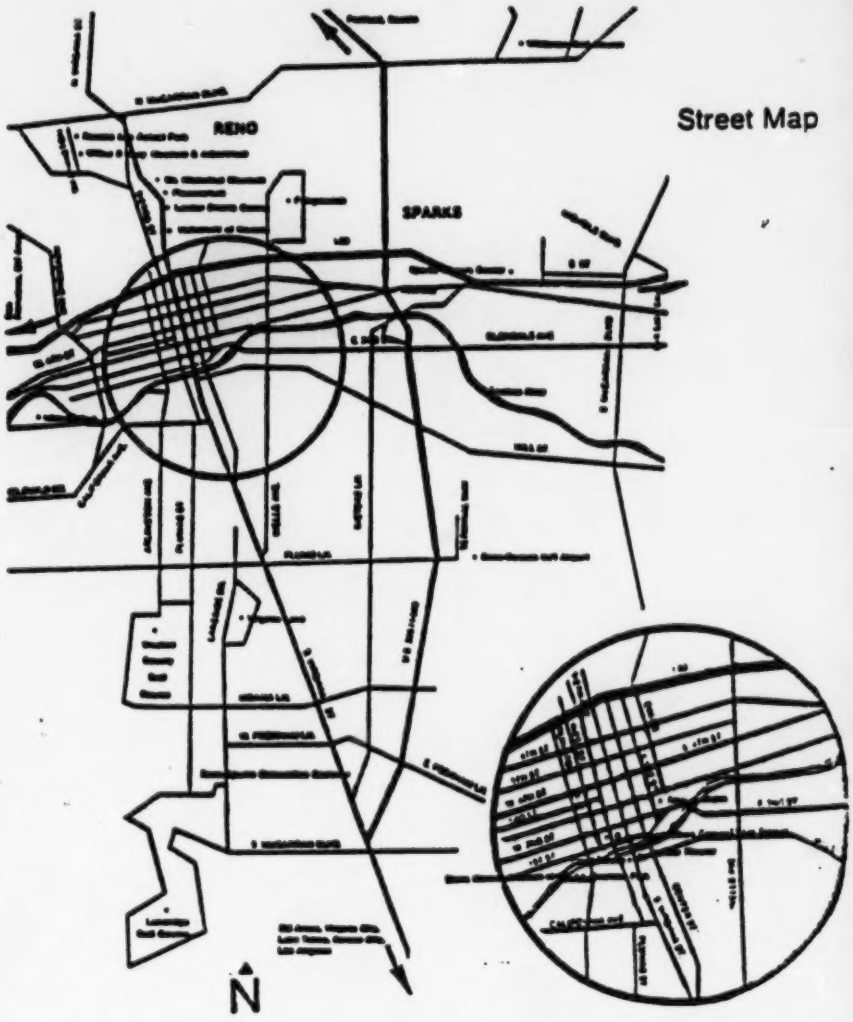
Referral/Intake/Procedure Forms

to Work with Homeless Youth

RENO-SPARKS

Assistance Locations

- **The Salvation Army Social Services Office & Day Drop-In Center**
  [illegible] W. 6th St., Reno 322-6927
- **The Salvation Army Thrift Store**
  642 E. 4th St., Reno 322-6399
- **The Salvation Army Adult Rehabilitation Program**
  335 E. 2nd St., Reno 329-8254
- **The Salvation Army Men's Transient Lodge**
  [illegible] E. 2nd St., Reno 329-8254
- **The S.A.F.E. (Salvation Army Family Emergency) Shelter**
  480 Galletti Way, Reno 323-7119
- **Catholic Community Services of Northern Nevada**
  [illegible] E. 4th St., Reno 322-7073
- **Community Welfare, Inc.**
  [illegible] Sutro St., Reno 323-5855
- **St. Vincent's Dining Room**
  603 W. 3rd St., Reno 329-5363
- **Reno-Sparks Gospel Mission**
  [illegible] W. 3rd St., Reno 323-0386
- **United Street Ministries**
  [illegible] N. Center St., Reno 329-LORD
- **Senior Citizens Center**
  [illegible] E. 9th St., Reno 328-2575
- **Nevada State Welfare**
  [illegible] E. 9th St., Reno 323-7666
- **Committee to Aid Abused Women (CAAW)**
  [illegible] 15th St., Sparks 358-4150
- **Washoe County Welfare**
  [illegible] Wells Ave. & 9th St., Reno 328-2300
- **Veteran's Center**
  [illegible] W. 4th St., Reno 323-1294
- **Latin American Center & N. NV Center for Independent Living**
  190 E. Liberty, Reno 786-6003, 322-6046
- **American Plasma of Reno**
  785 E. 2nd St., Reno 329-8264
- **Reno Plasma**
  513 E. 2nd St., Reno 329-9421
- **Alcoholics Anonymous**
  260 S. Park, Reno 329-7593
- **Social Security Office**
  [illegible] Financial Blvd., Sparks 784-5221
- **Bureau of Vocational Rehabilitation**
  [illegible] Matley Lane, Reno 789-0480
- **The Store House**
  401 E. 4th St., Reno 786-3840
- **Casual Labor Office**



Street Map

- **Nevada Employment Security Dept.**
  2010 Oddie Blvd. Sparks 789-0411
  70 W. Taylor, Reno 789-0400
- **Manpower**
  18 Stewart, Reno 322-2000
- **J.O.I.N. (Job Opportunities in Nevada)**
  560 Mill St., Reno 785-6106
- **Trans-World Temps**
  989 Bible Way, Reno 786-6001
- **A.A.R.P. (American Association of Retired Persons)**
  680 Greenbrae Dr., Sparks 358-0110
- **Olsten Temporary Services**
  575 E. Plumb Lane, Reno 786-6066
- **Community Services Agency**
  1100 E. 8th St., Reno 786-6023
- **C.R.Y.S. (Community Runaway and Youth Services)**
  1135 Terminal Way, Ste. #104 Reno 323-5296
- **Reno Police Department**
  East 2nd & High, Reno 785-2121

BEST COPY AVAILABLE

THE SALVATION ARMY COMMUNITY ASSISTANCE GUIDE

DINING FACILITIES

ST. VINCENT'S DINING ROOM:	503 W. 3rd, Reno. 329-5383. Lunch at Noon, MON-SAT. Only! Be there at 12:00 NOON!
UNITED STREET MINISTRIES:	650 N. Center, Reno. 329-LORD (5673). Breakfast 8-9 M-F, 8-9 SAT-SUN.
GOSPEL MISSION:	145 W. 3rd, Reno. 323-0386. MON-FRI Breakfast 6-8:30 A.M., Dinner 7 P.M., Sunday Dinner 3:30 P.M.
THE SALVATION ARMY:	835 E. 2nd, Reno. 329-6254. MON-FRI Breakfast only 7:45-8:45 A.M. Sunday Dinner 2:30-3:30 P.M. 429 Galletti Way, Sparks: Breakfast 6:30 A.M. SAFES Clients only.
SENIOR CITIZENS CENTER: (CARE & SHARE ETC.)	1155 E. 9th St., Reno. 329-2575. Lunch at 11:30-12:30 P.M. $1 age 60 plus. 11 other locations.

SERVICES

THE SALVATION ARMY:	180 W. 5th, Reno. 322-6827. 9-12 Noon & 1-4 P.M. MON-FRI. Police cards & I.D.'s; Discount Bus Tickets; Utility Assistance for low-income and emergency needs.
NEVADA STATE WELFARE:	1350 E. 9th, Reno. 323-7868. Food stamps, ADC, MEDICAID, Social Services and Referral.
COMMITTEE TO AID ABUSED WOMEN (CAAW):	101 15th, Sparks. 358-4150.
WIC PROGRAM:	9th & Wells, County Health Bldg., Reno. Food supplement program for women who are pregnant; also infants and children.
VET. CENTER:	1155 W. 4th, Suite 101, Reno, 89503. 323-1294. Counseling for all vets.
LATIN AMERICAN CENTER:	190 E. Liberty, Reno. 786-6003. 8-12 Noon & 1-5 P.M. MON-FRI. Job placement, ESL.
AMERICAN PLASMA OF RENO:	785 E. 2nd, Reno. Ages 18-65. 9:30-5 P.M. MUST HAVE PICTURE I.D.
RENO PLASMA:	513 E. 2nd, Reno. 7:30-1 P.M. MON-FRI.
ALCOHOLICS ANONYMOUS:	260 S. Park, Reno, 89502. 329-7593 (24 hours).
SOCIAL SECURITY OFFICE:	1175 Financial Blvd., Sparks. 784-5221.
CRISIS CALL:	P.O. Box 8016, Reno, 89507. 323-8111 HOTLINE (24 hours).
BUREAU OF VOCATIONAL REHABILITATION:	1050 Matley Lane, Reno. 789-0480. 8-5 P.M. MON-FRI. Assistance to disabled.
NORTHERN NEVADA CENTER FOR INDEPENDENT LIVING:	Assistance to disabled persons in locating community resources. Emergency attendant care, housing, etc.
THE STORE HOUSE:	401 E. 4th St., Reno. 786-3840. Provides affordable storage space. 9-5 p.m. MON-FRI.
COUNTY WELFARE:	N. Wells Ave. & 9th St., Reno. 329-2300. Provides general assistance.

SHELTERS

THE SALVATION ARMY:	835 E. 2nd, Reno. SINGLE MEN ONLY! 3 nights, those who have never stayed will be considered new; thereafter, a charge of $2/night will be required. Showers for anyone 6:30-8 P.M. Must be present for 8:30 roll call!
THE S.A.F.E. (Salvation Army Family Emergency) SHELTER:	480 Galletti Way, Bldg. #4, Sparks. 323-7118. For families or single women. Referral accepted from cooperating agencies and clergy 9-4 P.M. at 180 W. 5th, Reno. 322-6827. After 6 P.M., call 323-7118.
GOSPEL MISSION:	145 W. 3rd, Reno. 323-0386. Single men, when space available. Women and children 3 nights per month at separate location. Register at 6:30 P.M.
UNITED STREET MINISTRIES IN CHRIST:	650 N. Center, Reno. 329-LORD (5673). 9 beds for men $40/week. Includes 2 meals per day.
COMMITTEE TO AID ABUSED WOMEN (CAAW):	Shelters, food, clothing, community referrals.
ST. VINCENT'S SHELTER:	Through Catholic Welfare Services, 275 E. 4th, Reno. 322-7074. PROOF of job; PROOF of marriage. $24 first week, $42 for 2nd, 3rd, 4th week.

FOOD ORDERS

COMMUNITY WELFARE, INC.:	ALL! 790 Sutro, Reno. 323-5858. MON-FRI. 9-12 NOON & 1-4 P.M.
THE SALVATION ARMY:	Crisis food when Community Welfare is closed. 180 W. 5th, Reno. 322-6827. MON-FRI 9-12 Noon & 1-4 P.M.

FREE CLOTHING

ST. VINCENT'S THRIFT STORE:	RESIDENT FAMILIES & SINGLE WOMEN ONLY! 275 E. 4th, Reno. Must see welfare worker upstairs for voucher.
GOSPEL MISSION:	SINGLE MEN! 145 W. 3rd, Reno. 8-10 A.M. Free clothing.
THE SALVATION ARMY:	180 W. 5th, Reno. 9-11 A.M. MON-FRI. Voucher & clothing.

EMPLOYMENT

CASUAL LABOR OFFICE:	429 Galletti Way, Sparks. 6:30 A.M.-3:30 P.M. MON-FRI.
NEV. EMPLOYMENT SECURITY:	2010 Oddie Blvd., Sparks. 8-5 MON-FRI. 785-0411. 70 W. Taylor, Reno, MON-FRI 8-5. 789-0400.
MANPOWER:	18 Stewart, Reno. 322-3000. Temporary employment.
J.O.I.N.:	Mill & Wells, Reno. 785-6106. Training/Counseling/Referrals.
TRANS-WORLD TEMPS:	969 Bible Way, Reno. 786-8001.
AARP (AMERICAN ASSOCIATION OF RETIRED PERSONS):	680 Greenbrae Dr, Rm. 282, Sparks. 358-0110. 8-4 P.M. MON-FRI. Placement & training for seniors.
OLSTEN TEMPORARY SERVICES:	575 E. Plumb Lane, Reno. 786-8086. NO FEE.
COMMUNITY SERVICES AGENCY:	1100 E. 9th, Reno. 786-6023. 8-5 MON-FRI. (also Head Start and Title XX Federal Child Care Funding.) Not an employment agency.

0000001 SEE E-H LINKAGES AR DOFS 00001

DATE 07/07/87

M I G R A N T S T U D E N T E D U C A T I O N A L R E C O R D

PAGE 1 OF 4 STUDENT ID 85223639 MNC

JONES, MARY C

BIRTH DATA	PLACE OF BIRTH	TERMINATION	PARENT DATA	HOME BASE
SEX = F	SITE : CONWAY MEMORIAL HOSPI	TYPE:		
DOB = 04/16/67	ADDRESS: 1200 WESTERN AVENUE	DATE:	LEGAL PARENTS:	218 DAVIS ST.
VER = B	CITY : CONWAY	E.L.G.:	JONES, JOHN	CONWAY
AGE = 20	ST/ZIP : AR 73201-0000	09/15/83	JONES, MARY	AR 73201-0000
MUL. BIRTH = 2	COUNTY : FAULKNER	(ARBBDQ)		CURRENT RESIDENCE
RACE = S	COUNTRY:		CURRENT PARENTS:	
				[illegible]
			SMITH, PAUL	[illegible]
			SMITH, ANN	AR 99999-0000

LAST QUALIFYING MOVE: 05/02/86 END OF ELIGIBILITY: 05/02/92
MOVED FROM: HERE , MI,
MOVED TO: THERE , AR

SCHOOL HISTORY DATA	SH	SCHL ID ST	SCHL	DATE RES.	DATE ENROLL	DATE WITHDR	DAYS ENR	DAYS PRS	DAYS %	GR LV	M S	E T
CURR SCHL: ANNA MICHEN ELEME SCHL ID: MIBLHG	AA	AR	BBDQ	06/01/80	06/15/82	07/31/82	23	21	91	08	S	S
HLTH RECORD ADDRESSEE: MONTCALM AREA INTER SCHOOL DIS	AD	AR	BBDQ	06/01/80	09/01/82	05/29/83	176	175	99	09	S	
	AC	AR	BBDQ	06/01/80	09/01/83	12/20/83	52	52	100	10	S	
PREV SCHL: D C PUBLIC SCHLS SCHL ID: DCDBXV	AD	DC	DBXV	01/02/84	01/02/84	06/07/85	98	86	87	10	S	
MIGRANT EDUCATION (SH:AD)	AF	MI	BLHG	06/23/85	08/26/85	05/01/86				11	1	
415 12TH STREET NW	AL	MI	BLHG	05/02/86	08/10/86	05/05/87				11	1	
ROOM 1004												
WASHINGTON												
DC 20004-0000												

EDUCATION-HEALTH LINKAGE

E-H #	MESSAGE:	CONTACT:
1	CONSULT MEDICAL PERSONNEL REGARDING DEGREE OF CONTAGIOUSNESS AND WHETHER OR NOT SHOULD BE IN SCHOOL.	MARGARET K JONES MIGRANT NURSE ROUTE 3 BOX 33 103 WEST PARK BALD KNOB AR 72010-0000 PH: 501-724-3361
1	CONSULT MEDICAL PERSONNEL REGARDING DEGREE OF CONTAGIOUSNESS AND WHETHER OR NOT SHOULD BE IN SCHOOL.	MIGRANT STUDENT RECORD TRANS. DIRECTOR'S OFFICE - MSRTS ARCH FORD EDUCATION BLDG LITTLE ROCK AR 72201-0000 PH: 501-371-1857
8	CONSULT MEDICAL PERSONNEL AND FAMILY REGARDING MEDICATIONS, PHYSICAL LIMITATIONS, AND CHRONICITY OF PROBLEM.	
99	STUDENT HAS AN UNRESOLVED HEALTH PROBLEM RECORDED. CONTACT HEALTH PROVIDER.	

S E C O N D A R Y C R E D I T D A T A

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL
FOR PROJECTED GRADUATION IN 1985

ARBBDQ ARKANSAS DEPT OF EDUCATION MIGRANT EDUCATION LITTLE ROCK,AR 72201-0000 PH: 501-371-1853
**** STUDENT HAS DESIGNATED A SCHOOL FOR WHICH NO MGR DATA IS AVAILABLE, STATE MGR FOLLOWS FOR ARKANSAS ****
CONTACT: JOE BASIL, CORD MIG ED PH: 501-371-1853

REQUIRED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
AM HIST CIVICS	9-12	1	YEAR		1 UNIT
ENGLISH	9-12	4	YEAR		4 UNITS
HEALTH PE	9-12	1	YEAR		1 UNIT
MAJOR FIELD	9-12	3	YEAR		3 UNITS EXCLUDING ENGLISH
MINOR FIELD	9-12	6	YEAR		A UNIT IS A CLASS SCHEDULED FOR A MINIMUM OF 200 MINUTES LAB CLASS 275 MINUTES PER WEEK FOR 36 WEEKS :A TOTAL OF SIXTEEN UNITS ARE THE MINIMUM GRADUATION REQUIREMENTS
TOTAL		15			REQUIREMENTS ARE EFFECTIVE BEGINNING WITH THE GRADUATING CLASS OF 83

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL

SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	PARTIAL WORK % GR.	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR
ENGLISH	FUNDAMENTALS II	AF	10					SEM	FALL	85
MATH	ALGEBRA I	AF	11					SEM	FALL	85
PHYSICAL ED	HEALTH	AF	11					SEM	FALL	85
SCIENCE	BIOLOGY	AF	10	40%	40			SEM	FALL	85

MOST RECENT REPORTING SCHOOL:
ANNA MICHEN ELEME
NORTH MAPLE STREE
FENNVILLE
MI 49408-0000

CONTACT: NON REPORTED

****CLASS SCHEDULE CONTINUED NEXT PAGE****

05223639 MNC

DATE 07/07/87 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 2 OF 4 — STUDENT ID 85223639 MNC

JONES, MARY C

85223639 MNC

SECONDARY CREDIT DATA

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL****CONTINUED****

SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	PARTIAL WORK % GR.	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR
SCIENCE	CHEMISTRY	AF	10					SEM	FALL	85
SOCIAL STUDIES	WORLD CULTURES	AF	11					SEM	FALL	85
VOCATIONAL ED	SHOP	AF	11					SEM	FALL	85

MOST RECENT REPORTING SCHOOL:
ANNA MICHEN ELEME
NORTH MAPLE STREE
FENNVILLE
MI 49408-0000

CONTACT: NON REPORTED

RECOMMENDED COURSES

MIBLMG ANNA MICHEN ELEME NORTH MAPLE STREE FENNVILLE MI 49408-0000
SH LINE ID: AF
CONTACT NAME: DR. MARY JOY TITLE: COUNSELOR PHONE: 616-371-1857

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION
ENGLISH	10	SEM	FALL	86	NEEDS WORK ON ENGLISH GRAMMAR
SCIENCE	10	SEM	FALL	86	NEEDS BIOLOGY FOR GRADUATION
HEALTH	11	SEM	FALL	86	SEX EDUCATION IS REQUIRED BY THE DISTRICT

SECONDARY CREDIT ACCRUAL

GRADE 9

SUBJECT	COURSE	SH	PARTIAL WORK %	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
ENGLISH	ENGLISH I	AB			B+	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	ENGLISH I	AB			A	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
FOREIGN LANG	SPANISH I	AD					SEM	SPR	82	D C PUBLIC SCHLS	
MATH	MATH	AB			C-	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	MATH	AB			B	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
PHYSICAL ED	PE	AB			A	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	PE	AB			A	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SCIENCE	LIFE SCIENCE	AB			B-	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	LIFE SCIENCE	AB			B	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SOCIAL STUDIES	CIVICS	AB			A	1	SEM	FALL	80	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	CIVICS	AB			A	1	SEM	SPR	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380

GRADE 10

HOME ECONOMICS	HOME EC	AD					SEM	SPR	82	D C PUBLIC SCHLS	
MATH	GEOMETRY	AD					SEM	SPR	82	D C PUBLIC SCHLS	
	GEOMETRY	AC	79%	52			SEM	FALL	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
PHYSICAL ED	HEALTH	AD					SEM	SPR	82	D C PUBLIC SCHLS	
	PE	AC	95%	52			SEM	FALL	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SCIENCE	BIOLOGY	AD					SEM	SPR	82	D C PUBLIC SCHLS	
	BIOLOGY	AC	76%	52			SEM	FALL	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SOCIAL STUDIES	AMERICAN HIST	AD					SEM	SPR	82	D C PUBLIC SCHLS	
	WORLD HISTORY	AC	99%	52			SEM	FALL	81	AMERICAN CITY SCHOOL DISTRICT	501-633-5380

AMERICAN CITY SCHOOL DISTRI — AMERICAN CITY AR 72335-0000
D C PUBLIC SCHLS — MIGRANT EDUCATION — 415 12TH STREET NW — WASHINGTON — DC 20004-0000

****EDUCATION RECORD CONTINUED NEXT PAGE****

DATE 07/07/87 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 3 OF 4 — STUDENT ID 852233639 MNC

JONES, MARY C 852233639 MNC

SECONDARY CREDIT DATA

SECONDARY CREDIT REPORTING FORM

SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	PARTIAL WORK: % GRADE	PARTIAL WORK: CLOCK HRS IN CLASS	CREDIT GRANTED: FINAL GRADE	CREDIT GRANTED: NO. OF TERMS	CREDIT GRANTED: CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL | CITY | STATE | YEAR OF GRADUATION

EDUCATIONAL SKILLS

(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

MATH SKILLS

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

CODE	SUBTOPIC OR SKILL		MASTERY DATE	SH
55901C	THE NAME OF A PARTICULAR QUADRILATERAL	IDENTIFIES THE QUADRILATERAL CORRESPONDING TO A PARTICULAR TYPE	04/30/86	AF
56101A	PARALLEL, PERPENDICULAR, OR INTERSECTING LINE SEGMENTS	NAMES THE LINES OR LINE SEGMENTS AS "PARALLEL," "PERPENDICULAR," OR "INTERSECTING"	04/30/86	AF
56702	A COLLECTION OF DIFFERENT OBJECTS OR FIGURES POSSESSING SYMMETRY	IDENTIFIES THE LINES OF SYMMETRY IN OBJECTS OR FIGURES	04/30/86	AF

CODE		MASTERY DATE

MATH SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL		SH	DATE REPORTED
58201	PARALLEL AND NON-PARALLEL PLANES	IDENTIFIES PLANES WHICH ARE PARALLEL OR NON-PARALLEL	AF	04/30/86

CODE	

READING SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR LEVEL	SH	DATE REPORTED
56001	TELLS IN OWN WORDS THE MEANING OF EXPRESSIONS SUCH AS A "BLANKET OF FOG ," "SCREAMING HEADLINES."	06-2	AF	05/07/86
56004	READ MULTIPLE DIRECTIONS AND PERFORM THE TASKS.	06-1	AF	04/30/86
03101	PONGA LAS FORMAS SOBRE UN TABLERO, ROMPECABEZAS DE 2 A 4 PIEZAS.	06	AF	04/30/86
	READS IN : SPANISH			
	PUBLISHER: GINN AND CO - READING 720; MOUNTAINS ARE FOR CLIMBING PP 95-105			05/07/86

CODE		INSTR LEVEL
	READS IN : PUBLISHER:	

BEST COPY AVAILABLE

*****EDUCATIONAL SKILLS CONTINUED NEXT PAGE*****

DATE 07/07/87 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 4 OF 4 — STUDENT ID 85223639 MNC

JONES, MARY C 85223639 MNC

EDUCATIONAL SKILLS

(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

ORAL LANGUAGE SKILLS UNDER STUDY

CODE	LANG	SUBTOPIC OR SKILL	SH	DATE REPORTED
02000	ENGL	SIMPLE DIRECTIONS: FOLLOW ONE STEP ORAL INSTRUCTIONS. .	AF	04/30/86
06000	ENGL	MAIN IDEA: LISTEN AND EXPRESS THE MOST IMPORTANT MAIN THOUGHT OR IDEA.	AF	04/30/86
04000	ENGL	COMPLEX: FOLLOW TWO OR MORE STEPS ORAL INSTRUCTIONS.	AF	04/30/86
02000	SPAN	SENCILLO	AF	04/30/86
04000	SPAN	COMPLEJO	AF	04/30/86
06000	SPAN	IDEA PRINCIPAL	AF	04/30/86
		LANGUAGE PROFICIENCY LEVEL IS - III, AS DETERMINED BY A TEST GIVEN ON 04/01/86		

CODE	LANG	
		LANGUAGE PROFICIENCY LEVEL IS - , AS DETERMINED BY A TEST GIVEN ON

EARLY CHILDHOOD SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	SH	DATE REPORTED
CC44	USES SELECTED ABSTRACT WORD MEANINGS CORRECTLY	AF	10/11/85
AP16	GESTURES TO FAMILIAR PERSON	AF	10/11/85

CODE	

SUPPORTIVE DATA

CURRENT SUPPLEMENTAL PROGRAMS

NAME	*	M F	CODE	DATE START	DATE END	HRS CUR
E.S.O.L.		Y	1	08/15/86	05/05/87	30
PUPIL TRANSPORTATION			27	08/10/87		

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME	*	M F	CODE	DATE START	DATE END	HOURS LAST	HOURS CUM	SH
E.S.O.L.		Y	1	09/26/85	05/01/86	60	85	AF
TUTORIAL MATH		Y	3	09/26/85	05/01/86	60	70	AF
TUTORIAL READING		Y	4	09/26/85	05/01/86	60	60	AF
PUPIL TRANSPORTATION		N	27	09/26/85				AF

* - 'Y' = SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS, 'N' = NOT FUNDED, ' ' = NOT REPORTED

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES FORMAL	INFORMAL	SH
SPANISH	05/01/86		AF
ENGLISH		05/01/86	AF

SPECIAL TALENT

DATE	NAME	SH
05/01/86	QUILTING	AF
05/01/86	STORY TELLING	AF

TEST DATA

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	H	SH
CTBS - READING	00101	A	4	9.4	G	10/02/85		AF
CTBS - ARITHMETIC	00102	C	5	8.9	G	10/03/85		AF

SPECIAL EDUCATION CONTACT DATA

CONTACT:
BRANNON BERRY
SPECIAL PROGAMS SUPERVISOR
MONTCALM AREA SCHOOLS
STANTON
MI - 49408-0000
PH: 514-384-4202 (07/30/86)

FOLLOW-UP CODES:

VARIABLE	COND1	COND2
CONDITION		
IEP AVAILABILITY		
SPEC ED SERVICES		
RELATED SERVICES		

Office use only
I.N. _____

H.O.M.E.
INTAKE AND ASSESSMENT FORMS

Date of Application for Services: _____

INSTRUCTIONS

The following questions are designed to enable your social worker to assist you to find solutions to the various problems of homelessness. Please answer each question as completely as possible so that you may receive all of the benefits to which you are entitled. If there are questions that do not pertain to you, please indicate by writing "N/A" in the space provided. Thank you for your cooperation.

Section I.
FAMILY COMPOSITION AND DEMOGRAPHIC INFORMATION

1. Names of all household members. Please include middle name or initial.

A. Name of Applicant: _____ Age: _____

B. Name of Spouse: _____ Age: _____

C. Name of Other Adult: _____ Age: _____

D. Dependent Child: _____ Age: _____

E. _____ Age: _____

F. _____ Age: _____

G. _____ Age: _____

H. _____ Age: _____

2. Marital status of Applicant: (Check one)

_____ A. Married _____ B. Single _____ C. Deserted

_____ D. Divorced _____ E. Widowed _____ F. Separated

_____ G. Living together with other adult _____ H. Other

3. Social Security Numbers:

A. Applicant: _____ B. Spouse: _____

C. Other adults in household: _____

4. Veteran status. Is any household member a veteran?

_____ A. Yes _____ B. No

5. Ethnic information. Please answer for each household member.

First Name of Member	1. White	2. Black	3. Asian	4. Hisp.	5. Nat.Am	6. Other
A.						
B.						
C.						
D.						
E.						
F.						
G.						

Other ethnic or cultural information which may be helpful: _____

_____

_____

6. Is any member of your household physically disabled?

_____ A. Yes. Who? _____

_____ B. No.

Section II.
REFERRAL SOURCE

1. How did you hear about the H.O.M.E. project?
(Don't answer "United Way" or "Crisis Call Line". If your referral came from either of those sources, answer how you heard about them.)

_____ A. Salvation Army or S.A.F.E.S.

_____ B. The Mirador Transitional Housing.

_____ C. County Welfare Office.

_____ D. State Welfare Office.

_____ E. C.A.A.W.

_____ F. Advertising, posters, radio or T.V.

_____ G. Word-of-mouth

_____ H. Other source. Please specify: _____

Section III.
HOUSING INFORMATION

1. Describe your current living arrangements.

_____ A. House or apartment occupied only by your household.

_____ B. Shared housing with another household. If so, check one below:

_____ 1a. With family or extended family.

_____ 1b. With friends.

_____ 1c. With others. Specify:_____

_____ C. In a temporary shelter. Where:_____

_____ D. In official transitional housing, such as the Mirador Motel.

_____ E. In a motel or hotel. _____ F. In a vehicle.

_____ G. In a tent or other camping facility.

_____ H. Other place. Specify: _____

2. What is the address of your current place of residence?

A. _____
Street City Zip

B. If no actual address is available, what is the general location of the place where this household resides? (For example, "K.O.A. Campground, at Sparks Blvd. and Hwy. 80).

_____
General location

3. What is your mailing address? Include the most permanent address available to you, including friends, family, church, or other. If this is the same as the address above, indicate by writing "same"

A. _____
Street City Zip

4. How long have you been living in your current place of residence?

_____ A. Less than one month. _____ B. One to three months.

_____ C. Six months to a year. _____ D. Over a year. Specify:_____

5. Is there a telephone number where you can be reached?

A. Yes. Phone number is: _____
(Include all possible message phone numbers)

Best times to reach you:_____

B. No. _____ (Check here)

Section IV.
FINANCIAL INFORMATION

INSTRUCTIONS

Check off all of the following resources that you or any household members are currently receiving (or for which you have applied). It is important to include all of your income in this section because it will be the determining factor in your ability to be considered for such benefits as the revolving loan fund and childcare. Include any benefits that are currently pending. Please note that all benefits listed below are not monetary in nature (such as "Job training"). Please check these off as well.

1.

Yes	No	RESOURCES	MONTHLY AMOUNT (If receiving)	PENDING (Date applied)
		A. Salary, wages, tips		
		B. Self-employment income		
		C. Aid to Dependent Children		
		D. Veteran's Benefits		
		E. Social Security		
		F. Social Security Disability		
		G. S.S.I. (Supp. Sec. Income)		
		H. Unemployment Compensation		
		I. General Assistance		
		J. S.I.I.S.		
		K. Food Stamps		
		L. Childcare vouchers		
		M. W.I.C. benefits		
		N. Subsidized housing		
		O. Child support		
		P. Job training	N/A	
		Q. Energy assistance		
		R. Other:		
		S. Other:		

Part V.
EMPLOYMENT AND EDUCATION INFORMATION

The following questions are designed to assist your worker in helping to assess your financial situation. It may also be helpful in directing you to resources aimed at obtaining employment, job training, or financial aid."

---

1. Are any household members currently employed?

_____ A. Yes. If so, complete section below. _____ B. No. (Go to 2.)

NAME OF MEMBER (First Name)	EMPLOYER (Will not be contacted)	LENGTH OF EMPLOYMENT
a.		
b.		
c.		

2. Please specify the types of employment that each adult household member holds currently or has held in the past. Example: waitress, sales clerk, babysitter, secretary, construction worker, cab driver, etc.

(A)	(B)	(C)
Worker: _____	Worker: _____	Worker: _____
Jobs: _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. What is the education level of each adult in the household?

(Circle one for each person)

A. Applicant:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
B. Spouse	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
C. Other adult	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

4. Has any household member had any vocational training or other skills training outside of a traditional school setting?

_____A. Yes If so, state who received the training and the nature of the training: _____

_____

_____B. No.

Part VI.
PERSONAL INFORMATION

The questions in this section are designed to help us serve your personal needs. Homelessness is caused by a variety of social factors which are often beyond the control of the individual. Your answers to the following questions are strictly confidential and will be used to help you, not hurt you.

---

1. How long have you been in serious financial trouble?

_____ A. One month or less. _____ B. One to three months.

_____ C. Three to six months. _____ D. Six months to a year.

_____ E. One to two years _____ F. Over two years.

2. Please check off all of the following problems that pertain to the members of your household, whether now or within the past two years.

_____ A. Laid off or fired from work. _____ B. Serious illness.

_____ C. Alcohol or drug problems. _____ D. Eviction.

_____ E. Housing lost through fire, condemnation, or sale.

_____ F. Divorce, separation, or desertion.

_____ G. Spousal or child abuse. _____ H. Gambling problems.

_____ I. Unable to find a job. _____ J. Mental illness.

_____ K. Legal problems, including arrest or convictions.

_____ L. Other problems:_____

_____

3. Provide the following information on your nearest living relative.

A. Name:_____

B. Address:_____

C. Phone:_____

4. Please describe, in your own words, the situation leading up to your current homelessness. (Ask for additional paper if you need more space.)

_____

_____

_____

_____

_____

VII.
CLOSING STATEMENTS

In signing this document, you are requesting assistance from the United Way H.O.M.E. project. Upon written acceptance by the Support Services Coordinator or other authorized agent of the United Way, you will become eligible for all of the benefits and services that you are qualified to receive. Your signature is your promise that the information provided is correct to the best of your knowledge. The signature of the agent is our promise to try to help you to the best of our ability.

Signed:

_____ _____

Applicant Date signed

_____ _____

Applicant Date signed

==========

1. Accepted: _____

Support Services Coordinator Date

2. Requires further information: (specify)

_____

Authorized agent Date

3. Rejected: (Specify reason)

_____

Authorized agent Date

==========

Office use only

Other remarks:

United Way
of Northern Nevada
and the Sierra

P O Box 2730
Reno Nevada 89505
Phone 702 322 8668

RELEASE OF INFORMATION

I hereby authorize the United Way H.O.M.E. Project and its agents to make any investigation concerning me which is necessary to determine eligibility for any benefits I will receive under programs administered by the United Way. I hereby authorize and consent to the release of any and all information concerning me to the United Way H.O.M.E. Project by the holder of the information, regardless of the manner or form held, including, without limitation, information made confidential by law or otherwise and patient information privileged under NRS 49.225 or any other provision of law or otherwise. I hereby release the holder of such information from liability, if any, resulting from the disclosure of the required information. A REPRODUCED COPY OF THIS AUTHORIZATION LEGALLY CONSTITUTES AN ORIGINAL COPY.

Signature of Applicant

Witness

Date of Application

BEST COPY AVAILABLE